

# Mulberry Schools Trust

## Mulberry Academy Shoreditch

<b>JOB DESCRIPTION</b>	
<b>Post Title:</b> Classroom Teacher	<b>Responsibility:</b> Head of History
<b>Grade: Main/Upper Pay Range (Inner London)</b>	<b>Responsibility Allowance:</b> TLR1A
<b>Department:</b>	<b>History</b>
<b>Responsible to:</b>	<b>Senior Leadership Team Line Manager</b>
<b>Responsible for:</b>	Learning Area staff and the provision of an appropriate learning experience for all students.
<b>Liaising with:</b>	CEO, Executive Principal, Deputies, relevant support staff, parents and other external parties.
<b>Date:</b>	March 2021

### **MAIN PURPOSE OF THE JOB**

1. To provide professional leadership and management for the Learning Area (LA).
2. To ensure provision of an appropriately broad, balanced and differentiated curriculum for students studying in the Learning Area in accordance with the National Curriculum, aims of the Academy and curriculum policies.
3. To provide a vision by achieving a commitment to a set of values, and guiding and inspiring colleagues in order to secure high quality teaching, effective use of resources and improvements in standards of learning and achievements for all students.
4. To develop and enhance the teaching practice of others
5. To monitor and support the overall progress and development of students within the Learning Area and as form tutor.

### **MAIN (CORE) DUTIES**

The position will carry with it the following responsibilities:

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#### **Strategic and Operational Direction and Development**

1. Develop and implement policies and practices for the Learning Area, which reflect the Academy's commitment to high achievement and effective teaching and learning.
2. Create a positive working ethos for staff in order that they are able to develop and maintain positive attitudes.

3. Develop an understanding of how the Learning Area can contribute to the spiritual, moral, cultural, mental and physical development of students and prepare them for the opportunities, responsibilities and experiences of adult life.
4. Analyse and interpret data to identify underachievement and inform policies, practices, expectations, targets and pedagogy.
5. Draw up with relevant staff, short, medium and long term plans for the development and resourcing of the Learning Area.
6. Monitor the progress made in achieving plans and targets and use the analysis to guide further improvement.

### **Curriculum Provision and Development**

1. Ensure the delivery of an appropriate, comprehensive curriculum programme.
2. Provide for effective curriculum coverage, continuity and progression for all students.
3. Keep up to date with national developments in the Learning Area and teaching practice and methodology.
4. Actively monitor and respond to curriculum developments and initiatives at local, regional and national level.

### **Teaching, Learning and Monitoring**

1. Ensure that learning objectives, subject specific aims and content of schemes of work are consistent across the Learning Area.
2. Provide guidance and support in the development of teaching methodology and practice.
3. Evaluate teaching within the subject(s). Identify effective practice and areas for improvement and take necessary action to develop the quality of teaching.
4. Ensure the effective development of student's independent and collaborative learning skills.
5. Ensure the effective operation of, and participate in quality assurance and control systems and cycles.
6. Assist in the process of setting targets within the Learning Area and work towards their achievement.
7. Participate in the monitoring and evaluation of the Learning Area in line with agreed whole school procedures.
8. Support the establishment and maintenance of agreed standards of practice within the Learning Area.

### **Staffing**

1. Work with Senior Leadership Team (SLT) to ensure that staff development needs are identified and that appropriate programmes are in place to meet those needs.
2. Contribute to performance management and act as team leader for designated staff.
3. Participate in the school's training programmes.
4. Promote teamwork and motivate staff to ensure effective working relationships.
5. Ensure the effective deployment of support staff.
6. Identify resource needs and priorities for the Learning Area and allocate with maximum efficiency to ensure that the objectives of the Academy and Learning Area are met alongside the principles of best value.

### **Management Information**

1. Ensure the maintenance of accurate and up to date information on the Academy information system.
2. Assist in the use, analysis and evaluation of performance data.
3. Support the production of quality control reports.
4. Ensure that examination entries and examination performance data are accurate.

### **Communication and Promotion**

1. Ensure that all members of the Learning Area are familiar with its aims and objectives.
2. Ensure effective communication with parents and other stakeholders.
3. Liaise with other schools, higher education, industry, corporate partners and examination bodies.
4. Contribute to all promotional activities.
5. Contribute to the development of effective links with feeder and partner schools and community groups and organisations.

### **Management of Resources**

1. Monitor the effective and efficient use and organisation of learning resources, including ICT
2. Explore opportunities to develop resources using a wide range of internal and external sources.
3. Ensure an effective and stimulating environment for the teaching and learning of the curriculum.
4. Establish and maintain a safe working and learning environment in which all risks are properly assessed.

### **Learning**

1. Monitor and support the overall progress and development of students in the Learning Area.
2. Act as a form tutor and carry out the duties associated with the role as outlined in the generic job description.
3. Contribute to PSHE and Citizenship.
4. Support and assist in the implementation of the Behaviour Management system within the Learning Area.

### **Teaching**

1. Undertake an appropriate programme of teaching in accordance with the duties of a Main Scale teacher.

### **Additional Duties**

1. Play a full role within the life of the school community, support its ethos and encourage all staff and students to follow this example.
2. Promote and support all school policies.
3. Continue personal professional development.
4. Undertake any other duty as specified by STPCD not mentioned above.

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**In addition to the above, specific responsibilities, the post holder will carry out any other reasonable duties relevant to the role as directed by the Principal.**

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**EQUAL OPPORTUNITIES STATEMENT**

Adhere to the Academy’s Equal Opportunities policies and ensure anti-discriminatory practice within the service area.

**COMMENSURATE STATEMENT**

Undertake any other reasonable duties commensurate with the grade as determined by the manager.

**SAFEGUARDING**

To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the school and the local authority.

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**Signed** \_\_\_\_\_ **Date** \_\_\_\_\_  
**Postholder**

**Signed** \_\_\_\_\_ **Date** \_\_\_\_\_  
**Responsible Officer/Principal**

## PERSON SPECIFICATION

<b>Post Title:</b>	<b>Classroom Teacher</b>
<b>Responsibility:</b>	<b>Head of History</b>
<b>Education, Qualifications &amp; Experience</b>	<ul style="list-style-type: none"> <li>• Educated to degree level or equivalent.</li> <li>• Qualified teacher status.</li> <li>• Has recent, relevant in-depth experience of teaching</li> <li>• Recent and relevant professional development.</li> </ul>
<b>Knowledge, Skills &amp; Understanding</b>	<ul style="list-style-type: none"> <li>• Has the knowledge and understanding of current and national issues in relation to student development, student progress and raising achievement at KS3, KS4 and KS5.</li> <li>• A deep and broad knowledge of relevant and associated curriculum areas, including a sound understanding of assessment.</li> <li>• Knowledge of the use of data, tracking and target setting to raise attainment at individual student, group and cohort level.</li> <li>• Ability to communicate effectively, both orally and in writing with a range of audiences.</li> <li>• Proven management, administrative and organisational skills.</li> </ul>
<b>Planning, Teaching &amp; Class Management</b>	<ul style="list-style-type: none"> <li>• Plans teaching and personalisation to achieve progression in students learning.</li> <li>• Ensures effective teaching of whole classes, groups and individuals within the faculty.</li> <li>• Makes effective use of assessment information on student's attainment.</li> <li>• Has high disciplinary standards and can manage difficult behaviour.</li> </ul>
<b>Monitoring, Evaluation &amp; Review and Accountability</b>	<ul style="list-style-type: none"> <li>• Has the skills and aptitude to lead and manage a faculty and to be accountable for faculty outcomes to SLT.</li> <li>• Is able to monitor student and staff performance.</li> <li>• Is able to evaluate and review progress and evaluate change.</li> </ul>
<b>Other Professional Requirements</b>	<ul style="list-style-type: none"> <li>• A commitment to, and understanding of, the wider aspects of student development, including History as an additional language and inclusion.</li> <li>• Has the ability to plan and lead on whole-school initiatives.</li> <li>• Successful practice that embodies the principles of Every Child Matters</li> <li>• A willingness to initiate and participate in both cross curricular and extra-curricular activities, as well as demonstrating successful involvement in all aspects of school life.</li> <li>• Has the ability to work with parents, external agencies and the wider community.</li> <li>• Is determined to promote a culture that celebrates success.</li> <li>• Is a strong role model for staff and students including having excellent attendance and punctuality</li> <li>• Is flexible, able to work under pressure and meet deadlines.</li> </ul>

***This post is subject to an enhanced DBS Disclosure and the successful applicant will be subject to relevant vetting checks before an offer of appointment is confirmed, and will be subject to rechecking as appropriate.***